

# A Study of the Heterogeneous Application of China-Based Teaching Methods in International Trade and Business Law Courses

Huanhuan Zhang<sup>1, a</sup>

<sup>1</sup>Center for International Education, Philippine Christian University, Manila, Philippine

<sup>a</sup>Email: 3166476679@qq.com

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**Abstract:** For China's teaching methods in international trade and business law courses, the audience's professional knowledge system framework, China's teaching methods in international trade and business law courses in the heterogeneity of the application of the basis lies in the professional way of thinking differences. Since the reform and opening up, the domestic trade has been closely integrated with the development of China's economy and the need for foreign trade activities, China wants to develop trade and strengthen economic exchanges with countries around the world, should understand and comply with the international commercial law and international trade practices, prior to the negotiation of the contract should strive to be detailed and clear, specific and complete, and should be strictly abide by the terms and conditions of the process, and should not be all to our own, since a set of, and thus causing many problems and losses and affecting the credibility of the country. Many problems and losses and affect the credibility of the country. This is particularly important for students of international trade and business law, the importance of international trade and business law programme. As for the teaching methods in China, there are two kinds of teaching methods in international trade and business law: the heterogeneous application of direct teaching method is reflected in the differentiated explanation of the basic concepts and principles of international trade and business law, while the heterogeneous application of case teaching method is shown in the differentiation of the case selection and implementation process. For the above two methods, the author proposes other teaching methods for reference.

**Keywords:** International trade and business law; heterogeneous application; direct lecture method; case teaching method.

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## 1. The Basis for The Heterogeneous Application of Chinese Teaching Methods in International Trade and Business Law Courses Lies in Differences in Professional Mindsets

The two main teaching methods in China are direct lecture method and case teaching method <sup>[1]</sup>. When teaching specialised courses in international trade and business law, the heterogeneous application of teaching methods in China is based on the following two main approaches.

### 1.1. Factor 1: Audience-based Expertise System Framework

Compared with foreign international trade and business law professional teaching, domestic international trade and business law students' professional knowledge system framework has differences. Foreign international trade and business law majors early to open international business law courses, students have basically studied "Economic Law", "International Settlement", "Foreign Trade Transportation and Insurance" and "International Trade Theory and Practice" and other related core courses, so you can directly teach students the knowledge of international business law <sup>[2]</sup>. In such a professional background, students learning international trade and business law will not exist in the basic international trade concepts and principles of business law deficiencies. For domestic international trade and business law students, did not receive a complete professional programme education, there is no corresponding international trade and international business law as the cornerstone of the

basic knowledge, in particular, they have not studied the basic law. Generally speaking, international trade and business law courses in the fourth year of university settings, previously offered is the theory of international trade, international trade practice, international business law international economics and other economic courses, they know almost nothing about the basic legal concepts and principles, this basic fact is the main source of China's teaching methods in the international trade and business law courses in the application of the main root cause of the heterogeneity of the course. Therefore, it can be said that learning good basic law is the foundation of introductory international trade and business law. To learn international trade and business law well, it is inevitable to require basic legal knowledge, but international trade and business law students do not have such knowledge. Therefore, in the teaching process, from primary school, junior high school, high school to university need to learn, from shallow to deep, from point to point, to the introduction of the main, supplemented by analyses, is not suitable for in-depth discussion of hot issues and controversial academic issues, and can be appropriate to increase the teaching of some of the basic knowledge of the law, such as, civil legal relations, civil legal acts, the concept and characteristics of debt.

In short, in the teaching of international trade and commercial law courses, we should pay close attention to the international dynamics, in a timely manner will be of practical significance of the new theory and business knowledge to add to the teaching content, so that the focus of teaching and learning to keep abreast of the times: and continue to improve the teaching methodology and means, pay attention to the cultivation of students' practical ability. Only clear teaching and training objectives, constantly update and improve the

teaching content, methods and means, in order to cultivate the development of international trade to adapt to today's outstanding talents.

## 1.2. Factor 2: Audience-orientated professional mindset

As an international trade and business law programme, the course develops students' ability to apply an economic way of thinking to problem solving. In international economics, many concepts, economic behaviours and economic phenomena are defined in mathematical language, including the use of mathematical language to describe the economic environment and the use of mathematical expressions to illustrate the logical relationships between various economic variables [3]. In analysing economic problems, the construction of mathematical models is usually used for analysis and prediction. This is completely different from the way of thinking of teaching methods in China. In China, the educational system focuses more on expressing thinking through written language and emphasises fact-based analysis and logical reasoning, especially in the field of law. The skills developed include induction, generalisation of commercial law propositions, rigorous reasoning, and expressive and dialectical reasoning using international trade terms.

The training objective of the international trade and business law major is to cultivate practical talents engaged in international economic and trade activities. As one of the economic majors, it requires students to master the basic principles of international economics, modern methods of economic analysis, and have the ability to master the related disciplines of economics from a macroscopic point of view as well as the ability to analyse real economic problems. The task of setting international trade and commercial law course is to make students master the basic knowledge of international commercial law, enhance the legal concept, lay the foundation for future work in foreign economic trade, signing foreign economic contracts and dealing with foreign economic disputes [4]. Its teaching purpose focuses on establishing students' basic legal concepts and cultivating legal awareness. On the three levels of knowledge cognition, memorisation and application, it focuses on cognition and memorisation at the basic level as well as shallow application, and it is unrealistic and impossible to require students to reach a professional legal level.

In teaching international trade and business law, teachers are often faced with the challenge of how to make law content accessible to students with an international economics mindset. This challenge dictates the need for a diverse range of pedagogical approaches in the teaching process to accommodate the different disciplinary backgrounds and mindsets of students.

## 2. Heterogeneous Application of The Direct Lecture Method in International Trade and Business Law Courses

This approach is to teach through case studies. Teachers can choose representative cases of international commerce and guide students to understand the actual operation of international commerce and related concepts through case explanations. This method focuses on the cultivation of students' practical operation and thinking ability, and at the same time enables them to have a deeper understanding of the

practical application in the field of international commerce. The direct lecture method is suitable for both international trade and business law majors and non-major students. The direct instruction method is applied with an emphasis on explaining the interrelationships between the underlying concepts. These students may lack the preparatory knowledge for an international business law programme and therefore the basic concepts of international trade and business law need to be covered in the lectures. However, these concepts need to be taught with a focus on their abstract application in an international context rather than delving into academically controversial issues. Owing to the limitations of the academic hours and the capacity of the students, it would not be appropriate to delve into focal and topical issues.

In addition, some concepts, such as "note" and "company", may be covered in both international business law and economics programmes [5]. Economics usually discusses basic concepts in terms of costs and benefits, whereas domestic professions tend to discuss them in terms of rights and obligations. This difference in professional thinking may limit students' understanding of these concepts. To help students better understand, these legal concepts can be explained by comparing concepts in economics.

Most domestic textbooks are written along the lines of how the same legal issue is regulated by continental law, Anglo-American law, and international treaties and practices. Domestic students, because of their professional background, will not object to this way of describing in the textbooks. Even if the lectures follow this line of thought, it will not be difficult for students to accept. However, domestic international trade and commercial law majors are different, due to the lack of professional background, students often feel that the content of the textbook is complicated and complex. Therefore, if a comprehensive account of all the provisions of continental law, Anglo-American law, international treaties and international practice is given in the lectures, without prioritising them, the students are bound to find it unacceptable, and the effectiveness of the direct lectures will be affected as well.

Therefore, the use of the direct lecture method for students specialising in international trade and business law can help students to grasp the basic concepts and fundamentals of international business law in a relatively short period of time. However, in the specific use of this method, it cannot follow the same pattern as foreign majors. Domestically, the main focus of the lecture is to explain the concepts, annotate the provisions, the theory of the gate, abstract argument. International trade and business law is different, first of all, international trade students have not studied basic legal knowledge, but the lecture will involve civil legal relations, civil legal acts and other concepts in civil law or the history of legal thought. The teaching of this preparatory knowledge is therefore an inevitable part of the lectures. When teaching these concepts, it is not only necessary to clarify the legal meaning, but also to tell the basic facts of society summarised by these basic concepts, but it is not appropriate to discuss hot issues and controversial academic issues in depth. Secondly, there are some concepts that appear not only in international commercial law but also in the teaching of economics programmes. For example, the concepts of "agency" and "contract" can be compared with their connotations in economics and the theoretical starting points for establishing them.

### **3. Heterogeneous Application of The Case Method in International Trade and Business Law Courses**

Another important teaching method is the case method, which includes skills such as oral presentation and logical analysis. Through mutual discussion and analysis of cases between teachers and students, students are able to grasp the basic concepts and principles of international trade. Unlike the one-way information transmission method of the direct lecture method, the case teaching method emphasises two-way interaction, thus overcoming the disadvantage that the direct lecture method may appear boring. However, at the same time, the case teaching method also has the problems of lack of systematic knowledge transfer and more time consumption. The heterogeneous application of case teaching method in ITC majors is mainly reflected in the differences in case selection and classroom implementation process.

#### **3.1. Heterogeneity of case selection**

In foreign teaching, the application of the case teaching method requires the selection of cases that are more comprehensive and conducive to the cultivation of students' comprehensive application ability. In contrast, domestic international trade and commercial law students usually do not systematically study international law knowledge, and the relevant knowledge is not in the scope of their programmes. Therefore, it is not appropriate to choose cases involving too many international trade concepts and commercial law procedures, so as not to increase the learning difficulty and reduce the interest of students. International trade and business law majors risk to cultivate talents engaged in international trade, the purpose of learning international business law is to understand international legal knowledge, rather than specific applications. Therefore, it is more appropriate to choose cases that are closely related to international trade practice and can illustrate the basic concepts and principles of international commercial law.

#### **3.2. Heterogeneous implementation process of case-based teaching and learning**

In the implementation process of case teaching, it includes analysing the case before class, discussing the case in class, the teacher summarising the students' viewpoints and commenting on the case, and the students writing the case analysis report [6]. In these links, the trinitarian thinking method of international business law is crucial. In my teaching practice, I found that there is a considerable difference between domestic international trade and business law students and foreign students in asking questions. While foreign students usually focus on social knowledge itself, domestic international trade and business law students are more inclined to discuss the international facts in the cases and regard them as facts in reality. This difference stems from the economics mindset of international trade and business law students. They tend to draw on modern economic models to hypothesise possible scenarios for the cases. Therefore, when organising discussions, teachers need to respect students' professional way of thinking and should not emphasise a single conclusion.

In the two steps of teacher's summary and taking over the writing of the case study report, international trade and business law programmes also show differences due to the difference in the professional way of thinking. Teachers can

guide students to explore different types of cases and develop their analytical and problem-solving skills by discussing the practical issues and challenges in the cases. In addition, teachers can encourage students to think about cases from an economic perspective and how to combine economic thinking methods with international law trilogies to provide a more holistic view of case analysis. This approach aims to develop students' ability to integrate multiple ways of thinking in order to understand and solve problems in the field of international trade and commercial law in greater depth.

Secondly, in the practice of classroom lectures, I have repeatedly found that a significant part of the questions raised by students in response to cases are not questions about the understanding of the legal rules themselves, but questions about the facts stated in the cases. They would make multiple assumptions about the scenario in which the case took place based on the ways and means of building economic models, not recognising the resumptive nature of the factual statements in the case itself, and thus generating a variety of questions. The problem of not making a distinction between facts in law and facts in reality does not usually arise for law students. This requires teachers to implement the case study in such a way that it is guided by the background of the students' existing knowledge and does not emphasise a single conclusion.

Of course, the case teaching method also has its own shortcomings, such as the lack of systematic knowledge transfer, complexity, time-consuming, which in turn needs to make up for the direct teaching method. Only the two methods complement each other, there is a loss, in order to achieve good teaching results

### **4. New Teaching Methods**

The use of moot courts for teaching and learning activities. To a certain extent, the moot court is an important way to realise the above principle of hands-on case teaching. The use of simulation court for "international trade and business law" teaching activities, although the operation of a certain degree of difficulty, but it is through the students simulate the whole process of hearing the case, image, intuitive reproduction of the court process. In the test of theoretical mastery at the same time, not only exercise the students' courage, but also cultivate the students' ability to comprehensively apply knowledge. In short, the moot court is through the role-playing way, let the students fully experience the judge, the parties, the agent and other different roles, so as to learn the court skills at the same time, but also learn to think differently.

Use of multimedia teaching and network technology. Multimedia has content richness, intuition, practicality, simplicity, efficiency, art and other characteristics, such as with the "international trade and commercial law" teaching. Will show incomparable superiority. First of all, multimedia can pass a large amount of information in a limited time; Secondly, multimedia graphic and text, sound and shape, can greatly mobilise the students' interest in learning, and help to express the complexity of the problem; again, multimedia art not only helps to enhance the "international trade and business law" knowledge of the proximity of the students can also cultivate an aesthetic interest. For example, in teaching the domestic and foreign legal structure, the internal and external relations of the agent, letter of credit business process. By using CAI courseware to demonstrate charts and diagrams, it has played a good teaching effect.

Teachers can also make full use of the modern teaching

management platform of the campus network to put teaching resources such as course introduction, syllabus, teaching programme, multimedia courseware, exercises, cases and assignments on the Internet for the convenience of students' access, learning and testing, and at the same time provide a communication platform between teachers and students to achieve open teaching.

## 5. Conclusion

From the above analyses, the paper draws the following conclusions:

1. In the setting of teaching purpose, for international trade and business law, should focus on the establishment of students' basic legal concepts, cultivate students' legal awareness;
2. In the choice of teaching content, international trade and business law courses and international trade courses in other courses in the duplication of the part can be used as the content of the student white: according to the actual needs of China's foreign trade activities, to determine the international treaties, international practices and country-specific commercial law;
3. In the use of teaching methods, the use of direct teaching method focuses on the explanation of basic concepts: the use of case teaching method, based on the background of students specialising in international trade, the selected cases should not be used involving too many legal concepts and too many litigation procedures;
4. Try new teaching methods, applying to international trade and commercial law, and other majors as well;
5. Firstly, from the conscious level to instil in students the importance of cross-discipline. Especially in the future job search and work, both international trade and international commercial law talent is very important; Second, the content of the lecture should be focused, not everything, but should be combined with the content of international trade postgraduate courses, focusing on the main law, contract law, international trade law, etc.; Third, for the assessment of the course of "international trade and commercial law" should be added to the daily homework,

and the daily homework should be based on the current popularity of the course, and the daily assignments should be based on the current popularity of the course. Thirdly, for the assessment of International Trade and Business Law, daily assignments should be included, and the daily assignments should be based on current popular events or case studies to enhance students' ability to analyse problems; fourthly, in terms of teachers, although it is more difficult to improve them, schools should give priority to those who have a dual background of international trade and law when selecting and recruiting teachers for the International Trade and Business Law course.

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